**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title:**  Count Numbers 0-30 | | | | **Corresponding Unit Task: Task 3 Counting Manipulatives (Day 2)** | | |
| **Essential Question(s): What does a number represent? Why do we use numerals? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book-10 Black Dots** | | **Student: Two floor size number lines** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **KCC2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** | | | | | |
| **I Can Statement(s):**  **I can count to at least 10 and count on from any number to at least 10.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher reads the book 10 Black Dots while having the students participate and count the dots. Teacher and students will count on from a given dot. | | | | | |
| **Teacher Directed:** The teacher will use a number chart as the class counts to 20 to the Greg and Steve song. The teacher will point to a number on the chart and with the students will count on from that number to 20. | | | | | |
| **Guided Practice:** The teacher explains that we will be playing a game counting 1-10 while standing in a circle. A designated student begins counting with the number 1. The next student says 2,the next student says 3 etc. The student who says 10 sits down. The game ends when there is only 1 student standing. **The teacher will provide two floor number lines (can be made or bought). Students will be divided into two groups and stand in a line at the end of the number line. Each student will take turns stepping on the numbers as they count 1 to 10. Then students will count on from a number given to them by the teacher.** | | | | | |
| **Independent Practice: Students will stay at their number line and using manipulatives, they will count objects and place them on the corresponding number. This can be done as a station or in two groups that are monitored by the teacher and the assistant. They will also count on from the number given by the teacher or assistant.** | | | | | |
| **Closing/Summarizing Strategy: Teacher will send students individually to number line to collect correct number of items. Shoulder partners will count at least to 10 to each other and tell each a number from which to count on .** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 10 as a target number. * Write the numbers to at least 10. | | | * Use a lower target number | | | * Pictures with numeral and matching set |
| **Assessment(s): Have students hold up ten fingers. Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |